

Pearson

Global Scale of English

Fast-track your progress

Alignment of the WIDA English Language Development Standards to the Global Scale of English: Grades 4–5

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About the GSE

Pearson developed the Global Scale of English (GSE) to provide instructors and learners with a more granular understanding of English language proficiency. It has been designed to build learners' confidence by revealing exactly where they are on their learning journey and setting personalised goals to help them progress.

The GSE is an ecosystem that underpins the Pearson Connected English Learning Programme:

- **GSE Scale:** a proficiency scale from 10 to 90, with clear statements for what a learner can achieve in speaking, listening, reading, and writing at any point on the scale.
- **GSE Learning Objectives:** descriptions of what learners can do at each level of proficiency in speaking, listening, reading, and writing.
- **Courseware:** all of Pearson's English language learning courseware is developed using the GSE Learning Objectives.
- **Assessment:** institutions can develop their own assessment materials using the GSE Learning Objectives and Assessment Frameworks or choose one of Pearson's digital assessments which report on the GSE.

The GSE is the result of many years of research with more than 6,000 teachers from over 50 countries. It serves as a standard against which English language courses and assessments worldwide can be benchmarked.

It has been psychometrically aligned to the Common European Framework of Reference or CEFR (see De Jong, Mayor, & Hayes, 2016). The GSE complements and extends the CEFR by adding an extra layer of detail to the CEFR levels and providing thousands of additional learning objectives. This extra information helps learners understand where they are now and offers a step-by-step guide to where they want to go next. Using the GSE, teachers can match a student to course materials to suit their exact level and learning goals.

CEFR level	GSE Scale
Below A1	10–21
A1	22–29
A2	30–35
A2+ (‘plus level’)	36–42
B1	43–50
B1+ (‘plus level’)	51–58
B2	59–66
B2+ (‘plus level’)	67–75
C1	76–84
C2	85–90

Table 1: The relationship between the GSE Scale and the CEFR

To address the specific needs of learners studying English for different purposes, GSE Learning Objectives have been developed for five different learner audiences:

- **adult:** adults studying on a general English course
- **academic:** adults studying academic English
- **professional:** adults studying English for the workplace
- **young learner:** English language learners aged 6–14
- **pre-primary:** English language learners aged 3–5

For more information:

pearson.com/languages/why-pearson/the-global-scale-of-english

Alignment methodology

For the purposes of this alignment, we worked with the 2016 list of WIDA Can Do statements for Grades 4-5. We are aware that the WIDA framework was revised in 2020 but any changes to the Can Do statements have not yet been made publicly available. For that reason, we have retained the Sections and Sub-Sections from the 2016 list. However, the WIDA 2020 framework was consulted for the alignment.

Each WIDA Can Do statement was aligned to one or more GSE Learning Objective. Given the age range for Grades 4-5, GSE Learning Objectives for Young Learners were used.

The GSE ranges for each grade are broad, reflecting the range in WIDA proficiency levels from Entering to Reaching. For the purposes of the alignment table, data is included from Entering to Bridging, given that Reaching is generally considered to be beyond the level of an ELL in any grade year. Alignment of GSE Learning Objectives to WIDA Reaching level descriptors is, however, included in the detailed tables in this document.

Alignment Results

WIDA Grade	GSE range
Kindergarten	14-39
Grade 1	17-50
Grades 2 to 3	19-56
Grades 4 to 5	25-63
Grades 6 to 8	27-66
Grades 9 to 12	30-73

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Communicating personal experiences through drawings and words	Can write a single basic sentence about daily routines and activities.	28	A1 (22-29)
			Can write simple sentences about what they/ other people are doing.	33	A2 (30-35)
		Reproducing a series of events through illustrated text	Can write short, basic descriptions of everyday activities, given prompts or a model.	35	A2 (30-35)
			Can summarise the main information in a picture or picture story using simple words or phrases.	38	A2+ (36-42)
			Can write about past activities using simple language, given a model.	40	A2+ (36-42)
			Can write a short description of an event they have taken part in, or are familiar with, given a model.	41	A2+ (36-42)
	2 Emerging	Listing procedural steps across content areas	Can list simple information (e.g. *names, numbers, prices*) given in a spoken passage, if spoken slowly and clearly and includes some repetition.	31	A2 (30-35)
			Can write a short list of instructions for using or doing something (e.g. *playing a game*), given a model.	42	A2+ (36-42)
			Can signal the sequence of actions or events using a limited range of linking words (e.g. *'first', 'then', 'next'*), given prompts or a model.	43	B1 (43-50)
		Listing positive and negative effects of events in informational or narrative text	Can make simple comparisons between people, places or things.	40	A2+ (36-42)
	3 Developing	Using key words and phrases reflective of main ideas	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.	39	A2+ (36-42)
			Can write a simple story describing the main events, if supported by pictures.	43	B1 (43-50)
			Can make simple notes about the key points of a familiar topic.	43	B1 (43-50)
		Conveying details using concrete words and phrases	Can add one or two interesting details to a simple text.	42	A2+ (36-42)
			Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.	49	B1 (43-50)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	4 Expanding	Relating a sequence of events using a variety of transitional words, phrases, and clauses	Can write a story, linking simple sentences together in a sequence.	41	A2+ (36–42)
			Can describe an event in writing using common connectors to link sentences together.	46	B1 (43–50)
		Synthesizing information across related texts (e.g. *author study*)	Can write a simple description or report using information taken from other texts.	52	B1+ (51–58)
	5 Bridging	Producing content-related reports	Can organise related ideas in a structured piece of writing.	57	B1+ (51–58)
		Creating narratives that connect personal experiences and content	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.	46	B1 (43–50)
	6 Reaching	Summarizing content-related information	Can write a basic summary of a simple text, following the structure of the original.	49	B1 (43–50)
			Can write a simple text summarising key facts they have found when researching a topic.	57	B1+ (51–58)
		Using narrative themes to extend the storyline	Can use a range of common fixed expressions to introduce opinions in an informal written text.	54	B1+ (51–58)
			Can organise ideas around a theme and in a logical sequence.	55	B1+ (51–58)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Producing short-answer responses to questions using word/ phrase banks	Can write short answers to questions about what or where people or things are, using simple language.	30	A2 (30–35)
			Can answer simple questions in writing about people or things using basic words or phrases.	33	A2 (30–35)
		Labeling charts and graphs to describe phenomena (e.g. *organisms in ecosystems*)	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.	37	A2+ (36–42)
			Can write simple captions for pictures.	38	A2+ (36–42)
	2 Emerging	Using key terms related to phenomena	Can use common adjectives to add detail to simple phrases or sentences.	37	A2+ (36–42)
			Can write simple factual descriptions of animals (e.g. *habitat, abilities*), given prompts or a model.	38	A2+ (36–42)
		Ordering linear and cyclical sequences of phenomena (e.g. *the steps of how a volcano erupts*)	Can signal the sequence of actions or events using a limited range of linking words (e.g. *'first', 'then', 'next'*), given prompts or a model.	43	B1 (43–50)
	3 Developing	Connecting related ideas or concepts using linking words and phrases	Can show similarity between two ideas in simple connected text using common linking words (e.g. *'both', 'like', 'too'*), given a model.	46	B1 (43–50)
		Answering "how" or "why questions (e.g. *"How does the water cycle work?" "Why are there three branches of government?"*)	Can give a reason for an action in an informational text, given a model.	46	B1 (43–50)
	4 Expanding	Presenting information on processes or phenomena from a variety of sources	Can write about the similarities and differences between information in a range of texts on similar topics.	58	B1+ (51–58)
		Elaborating topics with facts, definitions, concrete details, or quotations and examples	Can illustrate a general statement by giving specific examples.	52	B1+ (51–58)
	5 Bridging	Describing how factors contribute to events or outcomes	Can write simple conclusions linked to previous statements or arguments.	55	B1+ (51–58)
		Describing how systems relate or interact	Can organise related ideas in a structured piece of writing.	57	B1+ (51–58)
	6 Reaching	Presenting information on processes or phenomena supported by facts and details in essays and reports	Can describe the steps in a simple technical process, clearly signalling the sequence of actions.	54	B1+ (51–58)
		Selecting the appropriate organizational structure for the particular purpose	Can organise ideas around a theme and in a logical sequence.	55	B1+ (51–58)
			Can use appropriate grammar and vocabulary to give cohesive structure to a text.	61	B2 (59–66)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Selecting words and phrases to represent points of view using facts from illustrated text or posters	Can list simple information (e.g. *names, numbers, prices*) from short illustrated texts on familiar topics.	25	A1 (22-29)
		Using key words or phrases related to the topic	Can write two or three related sentences on a familiar topic.	33	A2 (30-35)
			Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. *family, animals, possessions*), given a model.	35	A2 (30-35)
			Can write short, simple texts about topics of personal relevance, given prompts or a model.	38	A2+ (36-42)
			Can write short, simple personal emails/letters about familiar topics, given prompts or a model.	40	A2+ (36-42)
			Can select key words and phrases from a short simple text and use them in their own writing.	41	A2+ (36-42)
	2 Emerging	Stating reasons for particular points of view	Can write a short text to explain something.	44	B1 (43-50)
		Listing pros and cons of issues	No GSE Learning Objective available.		
	3 Developing	Connecting reasons to opinions supported by facts and details	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	52	B1+ (51-58)
		Making adjustments for audience and context	Can write a short text in a style appropriate to the intended audience.	54	B1+ (51-58)
	4 Expanding	Comparing and contrasting evidence for claims	Can contrast two ideas in simple connected text using a range of common linking words/phrases (e.g. *'but', 'although', 'on the other hand'*).	53	B1+ (51-58)
		Providing reasons and evidence which support particular points	Can develop a simple argument stating their reasons for or against a point of view.	57	B1+ (51-58)
	5 Bridging	Evaluating positive and negative implications associated with various positions (e.g. *historical events, scientific discoveries*)	No GSE Learning Objective available.		
		Including evidence from multiple sources	Can compare and contrast information from different sources.	66	B2 (59-66)
	6 Reaching	Organizing ideas and information logically and coherently	Can organise related ideas in a structured piece of writing.	57	B1+ (51-58)
			Can use appropriate grammar and vocabulary to give cohesive structure to a text.	61	B2 (59-66)
		Integrating information from multiple sources to provide evidence for claims	Can develop an argument with relevant points and supporting examples.	67	B2+ (67-75)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Stating key words and phrases associated with the content using visual or graphic support	Can say single words related to familiar topics, if supported by pictures or gestures.	18	Below A1 (10–21)
			Can reproduce words from taught vocabulary lists.	23	A1 (22–29)
			Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30–35)
			Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions.	34	A2 (30–35)
		Communicating personal experiences orally	Can answer simple questions about their daily routines using gestures and short, fixed expressions.	29	A1 (22–29)
			Can talk about basic personal experiences, using simple linking words.	37	A2+ (36–42)
			Can talk about past events or experiences, using simple language.	41	A2+ (36–42)
	2 Emerging	Retelling short stories or content-related events	Can re-tell a familiar story, given prompts or a model.	39	A2+ (36–42)
			Can tell a story or describe something in a simple list of points.	40	A2+ (36–42)
		Stating procedural steps across content areas	Can give a simple description of how to carry out an everyday process (e.g. *a recipe*).	40*	A2+ (36–42)
	3 Developing	Presenting detailed content-related information that has been rehearsed	Can read aloud their own writing, given time to prepare.	32	A2 (30–35)
			Can deliver a talk, presentation or performance, given time to rehearse and revise the material.	58	B1+ (51–58)
		Stating main ideas in classroom conversations on social and academic topics	Can pass on the main points of a short, simple everyday conversation, provided the speakers talk slowly and clearly.	40	A2+ (36–42)
	4 Expanding	Giving content-related oral reports	Can give a short, simple prepared talk on a topic of personal interest.	44	B1 (43–50)
			Can organise ideas for a short talk using simple strategies such as listing or categorising.	50	B1 (43–50)
		Sequencing steps to solve a problem	Can explain the main points of an idea or problem.	52	B1+ (51–58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	5 Bridging	Conveying personal and content-related experiences in a team	Can describe past events or experiences, using simple descriptive language to add interest.	47	B1 (43-50)
		Using technical and specific vocabulary when sharing content information	Can ask for clarification of an unknown acronym or technical term used in conversation.	55*	B1+ (51-58)
	6 Reaching	Summarizing discussions on content-related topics	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it.	51	B1+ (51-58)
			Can tell someone about a discussion or conversation in some detail.	58*	B1+ (51-58)
		Expanding on topics with descriptive details using varied vocabulary	Can add interest to a story using a range of descriptive nouns, verbs and adjectives.	56	B1+ (51-58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Naming components of phenomena using illustrations, photographs, or diagrams	Can describe common everyday objects using simple language.	31	A2 (30-35)
			Can say what's in a town (e.g. *buildings, places*) using basic words and phrases.	32	A2 (30-35)
		Demonstrating procedures using realia	Can give a simple description of how to carry out an everyday process (e.g. *a recipe*).	40*	A2+ (36-42)
	2 Emerging	Giving reasons why or how something works using diagrams, charts or images	Can give simple instructions on how to use a device or product.	43	B1 (43-50)
			Can describe pictures, graphs etc on familiar topics using simple language.	45	B1 (43-50)
		Stating key words or phrases in processes in a sequential order	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. *'every Monday', 'twice a month'*).	37	A2+ (36-42)
	3 Developing	Stating clear sequential procedures to peers	Can give the order of things using simple language (e.g. *first, second, third*).	37	A2+ (36-42)
			Can make suggestions about what to do, using a few basic fixed expressions (e.g. *'Let's', 'Why don't we ...?'*).	42	A2+ (36-42)
		Comparing data or information	Can make simple, direct comparisons between two people or things using common adjectives, given a model.	38	A2+ (36-42)
	4 Expanding	Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts	Can give a short description with logically connected facts, given a model.	47	B1 (43-50)
		Presenting detailed information in small groups	Can pass on information in a way that demonstrates understanding of the original meaning.	52	B1+ (51-58)
	5 Bridging	Elaborating by adding precision and details to content-related sequence or causal phenomena	Can add detail to descriptions of everyday topics (e.g. *people, places, experiences*) using a range of nouns and verbs.	49	B1 (43-50)
		Describing relationships of components within systems (e.g. *ecosystems, government*)	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	71*	B2+ (67-75)
	6 Reaching	Analyzing how variables contribute to events or outcomes	No GSE Learning Objective available.		
		Maintaining a formal register	Can express ideas in a discussion or presentation using an appropriate tone and register.	65*	B2 (59-66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Stating reasons for choices using words or phrases	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)
		Answering yes/no or choice questions across content or personal preferences	Can answer simple questions about other people (e.g. *where they live, who they know*) in a limited way.	30	A2 (30-35)
			Can express preference for familiar items (e.g. *foods, toys, stories*) using simple fixed expressions.	32	A2 (30-35)
	2 Emerging	Stating opinions based on experiences	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)
		Responding to opinion statements of others with personal preferences	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)
			Can respond to suggestions to do something using a fixed expression.	35	A2 (30-35)
	3 Developing	Expressing opinions using content-area specific language	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts.	40	A2+ (36-42)
			Can give brief reasons for their opinions on familiar topics.	48	B1 (43-50)
		Presenting content-based facts that support a position	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43-50)
	4 Expanding	Stating relevant evidence for claims	Can answer questions about a simple text or story, using evidence from the text to support their answer.	41	A2+ (36-42)
		Responding to opinion statements of others with reasons or evidence	Can give simple reasons to justify a viewpoint on a familiar topic.	50*	B1 (43-50)
			Can give reasons for a choice or course of action.	51	B1+ (51-58)
	5 Bridging	Supporting claims with evidence from various sources	Can summarize the main points of several related texts.	59	B2 (59-66)
		Using claims and evidence to persuade an audience	Can use some simple persuasive language in presentations and discussions.	55	B1+ (51-58)
	6 Reaching	Countering with a different point of view	Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise.	64	B2 (59-66)
		Stating conclusions based on a summary of information from the various sides	Can express understanding and appreciation of different ideas, feelings and viewpoints.	61	B2 (59-66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Identifying words in context during oral reading of illustrated text on familiar topics or experiences	Can recognise simple words and phrases related to familiar topics if supported by pictures.	23	A1 (22-29)
			Can understand the relationship between words from the same vocabulary set (e.g. *colours, foods, classroom objects*).	23	A1 (22-29)
		Highlighting previewed or familiar phrases	Can identify familiar words in short, simple texts.	23	A1 (22-29)
	2 Emerging	Classifying time-related language in text as present or past	Can understand a simple text about a past event.	38	A2+ (36-42)
		Identifying the "who," "what," "where," and "when" in narrative text with a partner	Can understand basic sentences about where things, animals or people are.	27	A1 (22-29)
			Can understand short, simple messages about when and where to meet.	29	A1 (22-29)
			Can use key words or captions to find information in a simple text.	35	A2 (30-35)
	3 Developing	Sequencing events in stories or content-related processes	Can follow a simple series of written instructions to carry out a task.	36	A2+ (36-42)
			Can understand the correct sequence of events in a simple story or dialogue.	37	A2+ (36-42)
			Can understand the order in which events happen (e.g. *in diary entries or a story*).	41	A2+ (36-42)
			Can understand the main information in a description of a simple process (e.g. *'making paper'*), with the support of a flow chart or diagram.	45	B1 (43-50)
		Identifying main ideas in narrative and informational text	Can understand basic details in simple informational texts (e.g. *brochures, leaflets*).	34	A2 (30-35)
			Can understand the main ideas in simple informational texts, if supported by pictures.	35	A2 (30-35)
			Can identify the main topic of a simple structured text.	38	A2+ (36-42)
			Can understand the main ideas in short, simple stories on familiar topics.	38	A2+ (36-42)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	4 Expanding	Connecting details to main ideas or themes	Can understand the main themes of a simplified story.	36	A2+ (36-42)
			Can make basic inferences from simple information in a short text.	40	A2+ (36-42)
			Can identify the main topic and related ideas in a simple structured text.	42*	A2+ (36-42)
			Can identify connected ideas in a short paragraph.	43	B1 (43-50)
		Identifying conclusions in multi-paragraph text	Can draw simple conclusions about the information given in a factual text on a familiar topic.	45	B1 (43-50)
	5 Bridging	Becoming familiar with the language of related genres (e.g. *news reports, historical accounts*)	Can identify the key characteristics and structure of a limited range of factual text types (e.g. *articles, instructions*).	50	B1 (43-50)
		Summarizing information from multiple related sources	Can compare information or viewpoints in different texts on the same topic, if guided by questions.	52	B1+ (51-58)
			Can summarise, comment on and discuss a wide range of factual and imaginative texts.	66*	B2 (59-66)
	6 Reaching	Identifying the overall structure (e.g. *chronology*) of events, ideas, concepts, or information in text	Can identify the key structural characteristics of a range of text types.	66	B2 (59-66)
		Highlighting events or procedures that happened in historical, scientific, or technical text	Can understand the main points of extended texts on abstract or complex topics.	68	B2+ (67-75)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Matching illustrated words/ phrases to causal or sequential language	Can recognise simple words and phrases related to familiar topics if supported by pictures.	23	A1 (22-29)
			Can understand short, simple illustrated narratives about everyday activities.	29	A1 (22-29)
		Sequencing sentences strips to show content-area processes from illustrated texts	Can follow the sequence of events in a short text on a familiar, everyday topic	33	A2 (30-35)
	2 Emerging	Identifying different types of connectors (e.g. *first, next, because, so*)	Can recognise the use of simple linking words to connect ideas in short paragraphs.	37	A2+ (36-42)
			Can identify the connections between short phrases by recognising common linking words.	43	B1 (43-50)
		Identifying key words and phrases that describe the topic or phenomena	Can identify which people or objects are being referred to in a text.	38	A2+ (36-42)
			Can identify words and phrases from different places in a simple text to support their answers.	38	A2+ (36-42)
			Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.	42	A2+ (36-42)
	3 Developing	Matching causes with effects	Can recognise cause and effect relationships between ideas in simple connected text.	49	B1 (43-50)
		Identifying words or phrases to determine the type of explanation (e.g. *linear sequence, cycle, system*)	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)
	4 Expanding	Identifying the different words or phrases that are used to describe the same topic or phenomena	Can find a word in a sentence that has the same meaning as another given word or phrase.	44	B1 (43-50)
		Organizing information on how or why phenomena occur	Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)
	5 Bridging	Identifying how text provides clear details of the topic or phenomena	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.	43	B1 (43-50)
		Identifying components of systems (e.g. *ecosystems, government*)	Can make simple inferences about how ideas are related based on information in a text.	48	B1 (43-50)
	6 Reaching	Identifying how text presents information in a factual or neutral manner	Can distinguish between fact and opinion in a simple text.	49	B1 (43-50)
			Can identify the purpose of a range of common text types (e.g. *to instruct, entertain or persuade*).	52	B1+ (51-58)
		Evaluating the specific language used to enhance descriptions of phenomena	Can understand why a particular word has been used in a text, if guided by questions.	50	B1 (43-50)
			Can understand why an author has chosen a particular title from the way it relates to the information in a text.	53	B1+ (51-58)
			Can identify why a choice of words in a text is effective, if guided by questions or prompts.	59	B2 (59-66)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Identifying key words and phrases of claims	Can understand some simple details in a short text.	34	A2 (30-35)
			Can identify key information in short, simple, factual texts.	34	A2 (30-35)
		Identifying a claim or an opinion in multimedia with a partner	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	37	A2+ (36-42)
	2 Emerging	Identifying language indicative of points of view	Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)
			Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
		Organizing evidence based on sequential language in texts	Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases.	42	A2+ (36-42)
		Differentiating between claims and evidence	Can distinguish between fact and opinion in a simple text.	49	B1 (43-50)
	3 Developing	Identifying evidence from multiple places within text	Can scan extended stories and texts written in simple, familiar language, to find specific information.	48	B1 (43-50)
		Identifying different perspectives, stances, or points of view	Can identify different points of view in a simple text.	47	B1 (43-50)
	4 Expanding	Hypothesizing or predicting based on evidence	Can find evidence in a simple text to explain their predictions about what might happen next.	47	B1 (43-50)
		Comparing multiple points of view on a topic	Can compare information or viewpoints in different texts on the same topic, if guided by questions.	52	B1+ (51-58)
	5 Bridging	Connecting personal experience with textual evidence to strengthen an interpretation of the text	No GSE Learning Objective available.		
		Evaluating the strength of evidence as support for claims	Can identify evidence that supports the writer's point of view in extended texts on a familiar topic.	57	B1+ (51-58)
			Can critically evaluate the quality of sources used in a simple text.	61*	B2 (59-66)
	6 Reaching	Evaluating claims and evidence by drawing from multiple print sources	Can identify evidence from multiple texts that compare and contrast points of view on a familiar topic.	60	B2 (59-66)
		Differentiating from the strength of different pieces of evidence as support for claims	Can use a variety of reference materials to check factual information quickly and efficiently.	69*	B2+ (67-75)
			Can use a range of linguistically complex reference sources to check factual information.	77*	C1 (76-84)
			Can evaluate evidence presented in a linguistically complex argumentative text.	80*	C1 (76-84)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Matching oral words and phrases to content-related pictures or objects	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)
			Can identify objects, places or people from short descriptions.	31	A2 (30-35)
		Identifying the topic in oral statements	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	27	A1 (22-29)
			Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses.	28	A1 (22-29)
			Can recognise simple phrases related to familiar topics in slow, clear speech.	33	A2 (30-35)
	2 Emerging	Classifying time-related language in oral statements (e.g. *present, past, future*)	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions.	35	A2 (30-35)
			Can identify activities occurring in the past in short, simple dialogues.	36	A2+ (36-42)
		Connecting the context of narratives (e.g. *the who, what, when, & where*) to illustrations	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.	30	A2 (30-35)
			Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts.	31	A2 (30-35)
			Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)
	3 Developing	Identifying the beginning, middle and end in oral retelling of a text	Can identify key parts of simple stories (e.g. *beginning, middle, end*).	38	A2+ (36-42)
		Following tasks and directions retold by peers	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)
			Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.	36	A2+ (36-42)
			Can follow detailed instructions to complete familiar tasks.	41	A2+ (36-42)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	4 Expanding	Sequencing events or steps based on oral reading of informational text	Can recognise a range of common linking words/ phrases signalling the sequence of events in short, simple narratives.	44	B1 (43-50)
		Recognizing the language of related genres (e.g. *news reports, historical accounts*)	Can understand the main idea of a simple news story, with visual support.	39	A2+ (36-42)
	5 Bridging	Identifying related information from multiple sources presented orally	Can understand similarities between the information given in short conversations or passages on similar topics.	41	A2+ (36-42)
		Recognizing the key historical, scientific or technical language used in a mini-lecture	No GSE Learning Objective available.		
	6 Reaching	Identifying the overall structure (e.g. *chronology*) of events, ideas, concepts, or information in oral presentations	Can follow the linear structure of a short formal talk.	49*	B1 (43-50)
		Differentiating similarities and differences of information presented through multimedia and written text	Can compare and contrast information from spoken texts or conversations.	56	B1+ (51-58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Sequencing oral procedures or cycles with images	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.	29	A1 (22-29)
		Distinguishing key words and phrases related to phenomena	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	27	A1 (22-29)
			Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)
	2 Emerging	Organizing routine causal or sequential relationships described orally	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)
		Following oral directions to show recurring steps in cycles or problem-solving	Can follow multi-step instructions if given slowly and clearly.	37	A2+ (36-42)
	3 Developing	Interpreting cause and effect relationships in conversations	Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers.	54*	B1+ (51-58)
		Recognizing relationships in a series of oral statements	Can understand simple comparisons between objects or people, if spoken slowly and clearly.	31	A2 (30-35)
	4 Expanding	Identifying precise details, descriptions, or comparisons that support conversation	Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech.	54	B1+ (51-58)
		Following oral information on how or why phenomena occur	Can identify the main points of short, clear factual talks or presentations on familiar topics.	49	B1 (43-50)
	5 Bridging	Recognizing language used to enhance the specificity of phenomena in class discussions	Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics.	55	B1+ (51-58)
		Identifying components of systems (e.g. *ecosystems, branches of government*) in small group interactions	Can guess the meaning of new words from a familiar vocabulary set by relating them to known words in the same set.	42	A2+ (36-42)
	6 Reaching	Interpreting the specific language used to enhance descriptions of phenomena	Can identify specific information in detailed spoken dialogues.	56	B1+ (51-58)
		Attending to the language related to events or phenomena in peer presentations	Can critically evaluate the main points of a straightforward presentation or lecture.	61*	B2 (59-66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Matching illustrations with oral points of view	Can identify key information (e.g. *places, times*) from short audio recordings, if spoken slowly and clearly.	31	A2 (30–35)
			Can understand how people are feeling if they use simple language and speak slowly and clearly.	31	A2 (30–35)
		Identifying language related to facts or opinions from oral presentations	Can identify key details (e.g. *name, number*) in factual talks on familiar topics, if spoken slowly and clearly.	38	A2+ (36–42)
	2 Emerging	Sorting evidence and claims from oral descriptions	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	53*	B1+ (51–58)
		Distinguishing words and phrases related to opinions or facts from oral statements	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55*	B1+ (51–58)
	3 Developing	Identifying different perspectives, stances, or points of view	Can recognise language expressing agreement and disagreement in extended informal discussions, if the speakers use clear standard speech.	53	B1+ (51–58)
		Recognizing reasons for positions in oral presentations	Can understand the reasons for someone's actions or choices.	44	B1 (43–50)
	4 Expanding	Identifying evidence that supports predictions or hypotheses	Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signalled by common linking words.	54	B1+ (51–58)
		Differentiating between multiple points of view in class discussions	Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.	55	B1+ (51–58)
	5 Bridging	Distinguishing certainty from uncertainty of spoken words or phrases in context	Can recognise the use of language that expresses doubt in a simple presentation or lecture.	55*	B1+ (51–58)
		Identifying the degree of formality in oral presentations	Can recognise the tone and intended audience of a formal presentation.	66*	B2 (59–66)
	6 Reaching	Recognizing the strength of the quality of evidence presented in oral discourse	Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.	74*	B2+ (67–75)
		Identifying the purpose of arguments	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.	73*	B2+ (67–75)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Oral language

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss	1 Entering	Expressing own ideas in a variety of ways (e.g. *drawing, using gestures, graphing*)	Can produce very short fixed expressions, using gestures and asking for help when necessary.	21	Below A1 (10–21)
		Tracking the person speaking	Can follow a simple conversation between two people or characters, if supported by pictures.	31	A2 (30–35)
		Sharing own work (e.g. *graphic organizers, drawings*) to contribute to the conversation	Can say single words related to familiar topics, if supported by pictures or gestures.	18	Below A1 (10–21)
	2 Emerging	Taking turns and applying conventions specific to particular conversations	Can start and end a simple conversation using basic fixed expressions.	28	A1 (22–29)
			Can take part in a very simple conversation on a familiar topic (e.g. *their home, family, school*) if the other speaker repeats questions as necessary and speaks slowly and clearly.	32	A2 (30–35)
			Can respond to offers or suggestions, using fixed expressions.	33	A2 (30–35)
			Can suggest taking turns to a classmate.	41	A2+ (36–42)
		Addressing others according to relationship (e.g. *student-peers, student-teacher*)	Can use formal titles (e.g. *'Mr', 'Mrs'*) to show politeness when speaking to adults they don't know.	20	Below A1 (10–21)
	3 Developing	Asking clarifying questions to demonstrate engagement	Can ask simple questions about very familiar topics.	30	A2 (30–35)
			Can ask basic questions about quantities and amounts.	34	A2 (30–35)
			Can check that a classmate has understood information, using simple language.	37	A2+ (36–42)
			Can ask basic questions about things that happened in the past.	40	A2+ (36–42)
		Using examples to clarify statements	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43–50)
			Can explain a new idea by giving examples that relate it to something familiar.	53	B1+ (51–58)
		Answering questions to contribute to a topic	Can answer simple questions appropriately in a short interview.	42	A2+ (36–42)

Oral language

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss	4 Expanding	Elaborating on statements of others to extend ideas	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	B1+ (51-58)
		Presenting creative solutions to resolve communication issues	Can paraphrase simply when they don't know the correct word or phrase.	46	B1 (43-50)
			Can repeat the main points of a simple text or conversation, using different words to help someone else understand it.	51	B1+ (51-58)
		Contributing ideas to co-create group responses	Can invite others to give their opinions in a discussion, using a range of fixed expressions.	49	B1 (43-50)
			Can describe a task in basic terms in a group discussion and ask others to contribute their knowledge and opinions.	52	B1+ (51-58)
			Can take part in a discussion on a topic of general interest, given time to prepare.	53	B1+ (51-58)
			Can ask someone to explain their opinions as part of a group discussion.	54	B1+ (51-58)
	5 Bridging	Recognizing how language can be used to express bias and influence others	Can discuss the effect that a particular choice of word has on the reader or listener.	64	B2 (59-66)
			Can identify personal bias in a presentation or lecture.	69*	B2+ (67-75)
		Challenging ideas respectfully	Can express tentative disagreement politely, using a range of fixed expressions.	51	B1+ (51-58)
		Managing conversations to stay focused on a topic	Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	50*	B1 (43-50)
			Can use questions, comments and simple reformulations to maintain the focus of a discussion.	56*	B1+ (51-58)
	6 Reaching	Examining the value of examples to bring clarity to statements	Can recognise when examples are being given in a structured presentation on an unfamiliar topic.	61*	B2 (59-66)
		Extend conversations by developing topics with clear examples and information	Can develop a clear argument with supporting subsidiary points and relevant examples.	66*	B2 (59-66)
			Can ask people to think about and react to each other's ideas, feelings and viewpoints in order to encourage appreciation and understanding.	68	B2 (59-66)

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